### Flex Course Request

**College**  
EHE

**Course Bulletin Listing**  
EDU T&L  
EDUCATION:TEACHING & LEARNING

**Course Prefix**  
-  
**Course Number** 727  
**Course Decimal** 10  
**Generic course or decimal subdivision?** Yes

**Full Course Title**  
Elementary Education

**Level**  
- Undergraduate  
- Graduate

**Credit Hours** 3

**Proposed Effective Year** 12

**Proposed Effective Term**  
Spring Quarter

**Previous term(s) of offering and enrollment**  

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### Flexibly Scheduled/Off-Campus/Workshop Course Information

**Course Description**  
This is a course for teachers considering National Board Teacher Certification in the next year. Knowledge and skills necessary for certification are stressed.

**Offering Pattern**  
- This year  
- Every other year

**Offered in Distance Learning Format?**  
-  
**Service Learning?**  
-  
**GEC Course**  
-  
**General Course Information Statement**  

**Date Range(s)**  
3/26-6/1/2012
Complete this section for off-campus courses

Off-campus ZIP code

Explain differences in distribution of contact time with on-campus offerings

Instructor: Adrian Rodgers
Rank: Associate Professor

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

By appointment and after class.

General Information

Expected Section Size: 40

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the office of Outreach and Engagement in the College of Education for the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

**Course Contact Information**

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Adrian Rodgers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Email</td>
<td><a href="mailto:rodgers.50@osu.edu">rodgers.50@osu.edu</a></td>
</tr>
<tr>
<td>Contact Name</td>
<td>Sarah McNeill</td>
</tr>
<tr>
<td>Contact Dept</td>
<td>EDUTL</td>
</tr>
<tr>
<td>Contact Email</td>
<td><a href="mailto:mcneill.27@osu.edu">mcneill.27@osu.edu</a></td>
</tr>
<tr>
<td>Contact Phone</td>
<td>2-2476</td>
</tr>
</tbody>
</table>

Save | Validate
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
SCHOOL OF TEACHING AND LEARNING
EDU T&L 727.10
SPRING QUARTER, 2012

1. **Syllabus Preparation and Instructor:** Carole Moyer, CPS; Faculty Contact: Adrian Rodgers, OSU.

2. **Office:** Shepard Center, Columbus City Schools. Tel: 365-8241.
   Email: Cmoyer@columbus.k12.oh.us
   Office Hours: Before and after class.

3. **Course Number:** EDU T&L 727.10
   *Title:* Becoming a Reflective Teacher Through Preparing for National Boards.
   *Description:* Assisting participants in the preparation of their National Board for Professional Teaching Standards (NBPTS) portfolios and the assessment center process.

4. **Level and Time:** GRAD; Credits: 3; Class Time Distribution: 2PM – 5 PM weekly.
   Pre-requisites: None; Quarters Offered: Summer;

5. **Course Objectives, Description and Rationale:**
   This course has been developed for teachers who have already begun the process of preparing their portfolio for National Board Certification. The project is supported through a grant from the Ohio Department of Education, and has been designed in collaboration with The Ohio State University, Columbus Public Schools and other districts in central Ohio. The National Board for Professional Teaching Standards has established high and rigorous standards for what accomplished teachers should know and be able to do. This course provides students the opportunity to learn the theory and research undergirding the National Board Certification process and the opportunity to prepare all their materials to submit for National Board review. Knowledge skills needed to accomplish this certification are stressed.

   This is the third course in a sequence of courses leading to NBPTS portfolio submission. There is no relationship to other courses and curricula. As a result of this course, the Knowledge, Skills, and Dispositions professional educators will demonstrate are:
   A) Renewed commitment to students and their learning.
   B) Ability to think and write systematically about their practice.
   C) Skills which will enable them to learn from their teaching experiences.
   D) Skills which will enable them to engage in professional dialogue
   E) Ability to look closely and analytically at videotapes and artifacts of instruction
6. Texts

Required Texts


Recommended Readings


7. Grading Plan: Course Requirements/Evaluation

This course is graded on a Satisfactory/Unsatisfactory or S/U basis. The following breakdown of percentages and requirements guide student evaluation in this course.

- **20% Attendance and participation in class.**
  
  o Teachers are expected to attend all sessions and fully participate in reflective conversations.

- **40% Weekly Readings and Entry Responses.**
  
  o Teachers are expected to read a significant amount of portfolio direction text each week and respond to guideline questions with draft entries that can be shared in class.

- **40% Classroom-based assignment.**
- Teachers must submit and share two 20-minute videotapes of their classroom teaching along with a corresponding 20 pages of narrative about the videotapes.

8. **Grading Scale** – The grade will be Satisfactory/Unsatisfactory - S/U. An overall total of 80% will be necessary to receive a grade of Satisfactory (S).

9. **Topical Outline**: This class will consist of ten, three-hour meetings. The Description, Format, Evaluation Criteria and Examples are provided in the Reference texts. Formative works is shared in daily classrooms discussions. Finished work is shared in the sharing sessions beginning in Class 8 and all work must be submitted for the ‘Packing Up the Box’ session. Topics addressed in each session are listed below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Informational Presentation About the National Board for Professional Teaching Standards. Unpacking Entry 4 Professional Accomplishments</td>
</tr>
<tr>
<td>Class 2</td>
<td>Educating and Documenting the Learning of Urban Children: Our Beliefs, Fears and Challenges</td>
</tr>
<tr>
<td>Class 3</td>
<td>Video-taping Procedures, Informal Student Assessment, Analysis and Reflection of Student Artifacts</td>
</tr>
<tr>
<td>Class 4</td>
<td>Descriptive, analytical and reflective writing, Taking a closer look at the National Board Standards and Scoring Rubrics, Assessment Center Details</td>
</tr>
<tr>
<td>Class 5</td>
<td>Unpacking the Video Entries and examining and critiquing perspectives on Entries 1 and 3.</td>
</tr>
<tr>
<td>Class 6</td>
<td>Unpacking the Student Artifact Entry – Practice analysis of a student’s written work.</td>
</tr>
<tr>
<td>Class 7</td>
<td>Preparing for Assessment Center Exercises</td>
</tr>
<tr>
<td>Class 8</td>
<td>Examining and critiquing classrooms and practice through peer critique and coaching</td>
</tr>
<tr>
<td>Class 9</td>
<td>Examining and critiquing classrooms and practice through peer critique and coaching</td>
</tr>
<tr>
<td>Class 10</td>
<td>Examining and critiquing classrooms and practice through peer critique and coaching</td>
</tr>
<tr>
<td>Exam Session</td>
<td>Packing Up the Box!</td>
</tr>
</tbody>
</table>

10. **Policies for Missed Exams**: All participants must make-up all missed work. Attendance at all sessions is expected.

11. **Policy for Participation**: All participants are expected to bring materials to each session, share, and write about them.
12. Academic Misconduct – (Example statement) The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct.
http://studentaffairs.osu.edu/resource_csc.asp

13. ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

14. Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department."

15. Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The National Board Standards encourage teachers from all ethnic and political perspectives to pursue certification and encourages them to work to help their students understand and use democratic principles of freedom, justice and equity. Teachers are encouraged to design activities and raise questions that require students to think about ethical issues and conflicts from a variety of perspectives.
16. **Off-Campus Field Experiences** -- Collaboration between OSU and school partners – this course is a part of the Outreach and Engagement agreement between the College of Education and the Columbus Public Schools.

17. **Technology** -- Training in the use of video photography is part of the course as well as advanced navigation of several websites.
Flex Course Request Form

College: EHE  Course Bulletin Listing: Edu T4L 727.10 (e.g. EDUTL – Education Teaching and Learning)

Course Number: 727  Generic course or decimal subdivision: Y N  Course Decimal: 10

Level: Undergraduate  Graduate X  Grade Option: Letter  S/U X  Credit Hours: 03

Proposed Effective Year: 2012  Proposed Effective Term: SPR  Previous Terms of Offering: SPR/11

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: A course for teachers considering National Board Teacher Certification in the next year. Knowledge and skills necessary for certification are stressed.

25 word limit

Course offered less than term length: Y N  Distribution of Class Time: 3 hrs/10 wks (e.g. 3 hrs/10 weeks)

Offering Pattern: Distance Learning Format: Y N (means 100% online)  Section Size: 40 seats  Date Range: SPR/12

Off-Campus Offering: Y N  Off-Campus ZIP code:  Off-Campus Location:

Hours Out-of-Class Preparation: 10  Total Class Meeting Hours: 30  Length of each Class: 3 hrs

Advertised Course Title: NATIONAL BOARD SUPPORT - PART II

Faculty Name: Advina Rodgers  Faculty Rank: Assoc Prof

Faculty Phone: 740-366-9261  Faculty E-mail: Rodgers.50@osu.edu

Secondary Instructor: Carole Moyen  Desired Access: Instructor

SI Phone: 436-8452  SI E-mail: C.moyen

Academic Advising Opportunity: By Appointment and After Class (by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair:  Date: 1-17-2012

Approved by the School Director:  Date: 1-18-2012